

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: SOUTH RIVER	School: SOUTH RIVER PRIMARY SCHOOL
Chief School Administrator: MICHAEL J. PFISTER	Address: 22 DAVID STREET
Chief School Administrator's E-mail: mpfister@srivernj.org	Grade Levels: K-2
Title I Contact: CATHY A. MILLER	Principal: KEVIN W. KIDNEY
Title I Contact E-mail: cmiller@srivernj.org	Principal's E-mail: kkidney@srivernj.org
Title I Contact Phone Number: 732-613-4000 x 222	Principal's Phone Number: 732-613-4006 X 2001

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Kevin W. Kidney

Principal's Name (Print)

Principal's Signature



06/08/15

Date

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District: SOUTH RIVER	School: SOUTH RIVER PRIMARY SCHOOL
Chief School Administrator: MICHAEL J. PFISTER	Address: 22 DAVID STREET
Chief School Administrator's E-mail: mpfister@srivernj.org	Grade Levels: K-2
Title I Contact: CATHY A. MILLER	Principal: KEVIN W. KIDNEY
Title I Contact E-mail: cmiller@srivernj.org	Principal's E-mail: kkidney@srivernj.org
Title I Contact Phone Number: 732-613-4000 x 222	Principal's Phone Number: 732-613-4006 X 2001

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☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Kevin W. Kidney

Principal's Name (Print)

Principal's Signature

06/08/15

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 10 Faculty Meetings / 2 Schoolwide Committee (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 114,209.00, which comprised 17% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 114,209.00 (*), which will comprise 17% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:
- *Reflects best available data at time of report submission

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Smart Board Procurement, Installation, and Training	1	Yes	As per Central Office	As per Central Office
ACHIEVE NJ Grant participation	2	Yes	As per Central Office	As per Central Office
Import of Technology (Chrome Books, "Elmo" cameras, age appropriate computer mice, "Smart Response," and software for science and social studies that is compatible with Smart Board applications	3	Yes	As per Central Office	As per Central Office
Exploration of Current Mathematics Program ("Singapore Math"), to ascertain alignment with Common Core State Standards, with subsequent investigation to determine applicable replacement if necessary.	4	Yes	As per Central Office	To Be Determined

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary.**

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Melissa Berman	1. 1 st Grade Teacher 2. Academic Support Instruction Host Teacher	Yes	Yes	Yes	On file
Nicole Fraulo	1. Guidance Counselor 2. School Climate Committee representative	Yes	Yes	Yes	On file
Nicole Logan	1. 2 nd Grade Teacher 2. Academic Support Instruction Host Teacher	Yes	Yes	Yes	On file
Debra Cseh	1. PTA Representative 2. School Climate Committee Representative	No	No	No	On file
Kevin Kidney	1. Principal / Administrator	Yes	Yes	Yes	On file

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)

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South River Primary School
22 David Street
South River, NJ 08882

School Improvement Plan Committee Meeting Sign-In Sheet

Date of Meeting: May 21, 2015

Name (print)

Signature

K.W. KIDNEY	K.W. Kidney
Melissa Berman	M. Berman
Nicole Fraulo	Nicole Fraulo
Nicole Logan	N. Logan

6/5/2015

K.W. KIDNEY	K.W. Kidney
Nicole Logan	N. Logan
Melissa Berman	M. Berman

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
09/02/14	South River Primary School Media Center	Comprehensive Needs Assessment	Yes		Yes	
06/05/15	South River Primary School Principal's Conference Room	Schoolwide Plan Development	Yes		Yes	
05/21/15	South River Primary School Principal's Conference Room	Program Evaluation	Yes		Yes	

**Add rows as necessary.*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The South River Primary School Community seeks to enable all students to become self-reliant in their abilities, which will affect their future participation as independent, contributing members of society.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

Partially:

- a. Dyslexia training was 100% completed
- b. Smart Board training was not conducted as of the date of this report (scheduled for 06/23/15)
- c. Smart Boards still need procurement and installation (some were ordered and installed. One is on order and will be installed upon arrival. That will leave three classrooms without Smart Boards)

2. What were the strengths of the implementation process?

- a. All available funds were identified and utilized
- b. Due to Dyslexia training this goal was exceeded (need for interventionist identified and worked into Master Schedule for School Year 2015 – 2016). Additionally screening mechanism formalized and structured. Funding sources for Dyslexia screening specialist identified.

3. What implementation challenges and barriers did the school encounter?

- a. Insufficient fiscal resources to reach goals

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

- a. Strength: Staff receptiveness and professionalism
 - b. Weakness: Fiscal constraints
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
- a. Direct appeal to staff
 - b. Direct appeal to Central Office
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
- a. Staff Perception: While the Dyslexia training was technically presented, the staff felt that the contracted presenter was relatively weak in content.
 - b. Staff Perception: Training on first two days of school year may make logistical sense, but contributes to an emotional disconnect on the part of the staff.
 - c. Tools used to Measure Staff Perceptions: Peer-to-peer (with committee members) interviews and subsequent discussions.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
- a. Community Perceptions: Community impressed with Smart Board utilization
 - b. Tools used to Measure Community Perceptions: Parent statements during Back-to-School Night, Parent/Teacher conferences, and culminating activities (class presentations) to the community.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
 - a. Dyslexia: Whole group instruction with one contracted presenter providing training.
 - b. Smart Boards: Training scheduled to be conducted on June 23, 2015. Training to be tiered, with initial provision deemed to be introductory in nature, with subsequent upper tier training to be conducted in School Year 2015 – 2016.
9. How did the school structure the interventions?
 - a. Interventions structured as follows:
 1. “Stronge Teacher Effectiveness Model” solidly implemented and monitored.
 2. While PARCC Assessment not given at these grade levels, teacher designed benchmark assessments were utilized to ensure all Common Core State Standards were addressed in lesson planning and presentation to ensure student readiness for that standardized assessment.
 3. “Rigby Reads” was discontinued following identification of lack of alignment with Common Core State Standards.
 4. Atlas Rubicon became a central element in lesson planning and presentation, utilizing “Understanding by Design” principles to ensure all required Common Core State Standards were addressed in a sequentially relevant manner in conjunction with required skills.
 5. Multiple staff members pursued the “Rutger’s Reading” training
10. How frequently did students receive instructional interventions?

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

- a. Daily
- b. As identified

11. What technologies did the school use to support the program?

- a. Technologies used to support the program:
 - 1. Smart Boards where available
 - 2. Desk-top computers
 - 3. Television
 - 4. Overhead projectors

12. Did the technology contribute to the success of the program and, if so, how?

- a. Technology's contribution to student success was as follows:
 - 1. Motivational (Smart Board interactive programs)
 - 2. Provision of differentiated instruction strategies
 - 3. Provision of formative assessment avenues

****Provide a separate response for each question.***

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	N/A	6	<ol style="list-style-type: none"> 1. Academic Support Instruction (ASI) provided when need demonstrated 2. Differentiated Instruction 3. Interventions specific to student needs as identified in Intervention and Referral Services screening 4. Guided Reading 	<ol style="list-style-type: none"> 1. Student identification for ASI services lagged behind as new program provision parameters identified and formalized 2. Differentiated Instruction failure specific to individual student. At this grade level evolving Differentiated Instruction strategies must be utilized 3. By definition ASI serves to consistently and continuously redefine teaching/learning strategies. 4. Guided Reading addressed in numbers 1, 2, and 3 of this box.
Grade 1	N/A	3	<ol style="list-style-type: none"> 1. Academic Support Instruction (ASI) provided when need demonstrated 2. Differentiated Instruction 3. Interventions specific to student needs as identified in Intervention and Referral Services screening 4. Guided Reading 	<ol style="list-style-type: none"> 1. Student identification for ASI services lagged behind as new program provision parameters identified and formalized 2. Differentiated Instruction failure specific to individual student. At this grade level evolving Differentiated Instruction strategies must be utilized 3. By definition ASI serves to consistently and continuously redefine teaching/learning strategies. 4. Guided Reading addressed in numbers 1, 2, and 3 of this box.
Grade 2	N/A	8	<ol style="list-style-type: none"> 1. Academic Support Instruction (ASI) provided when need demonstrated 2. Differentiated Instruction 3. Interventions specific to student needs as identified in Intervention and Referral Services screening 	<ol style="list-style-type: none"> 1. Student identification for ASI services lagged behind as new program provision parameters identified and formalized 2. Differentiated Instruction failure specific to individual student. At this grade level evolving Differentiated Instruction

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

			4. Guided Reading	<p>strategies must be utilized</p> <p>3. By definition ASI serves to consistently and continuously redefine teaching/learning strategies.</p> <p>4. Guided Reading addressed in numbers 1, 2, and 3 of this box.</p>
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <u>did or did not</u> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	N/A	2	<ol style="list-style-type: none"> Academic Support Instruction (ASI) provided when need demonstrated Differentiated Instruction Interventions specific to student needs as identified in Intervention and Referral Services screening Guided Reading 	<ol style="list-style-type: none"> Student identification for ASI services lagged behind as new program provision parameters identified and formalized Differentiated Instruction failure specific to individual student. At this grade level evolving Differentiated Instruction strategies must be utilized By definition ASI serves to consistently and continuously redefine teaching/learning strategies. Guided Reading addressed in numbers 1, 2, and 3 of this box.
Grade 1	N/A	5	<ol style="list-style-type: none"> Academic Support Instruction (ASI) provided when need demonstrated Differentiated Instruction Interventions specific to student needs as identified in Intervention and Referral Services screening Guided Reading 	<ol style="list-style-type: none"> Student identification for ASI services lagged behind as new program provision parameters identified and formalized Differentiated Instruction failure specific to individual student. At this grade level evolving Differentiated Instruction strategies must be utilized By definition ASI serves to consistently and continuously redefine teaching/learning

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

				<p>strategies.</p> <p>4. Guided Reading addressed in numbers 1, 2, and 3 of this box.</p>
Grade 2	N/A	8	<ol style="list-style-type: none"> 1. Academic Support Instruction (ASI) provided when need demonstrated 2. Differentiated Instruction 3. Interventions specific to student needs as identified in Intervention and Referral Services screening 4. Guided Reading 	<ol style="list-style-type: none"> 1. Student identification for ASI services lagged behind as new program provision parameters identified and formalized 2. Differentiated Instruction failure specific to individual student. At this grade level evolving Differentiated Instruction strategies must be utilized 3. By definition ASI serves to consistently and continuously redefine teaching/learning strategies. 4. Guided Reading addressed in numbers 1, 2, and 3 of this box.
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	As per Individualized Education Plan (IEP)	Yes	<ol style="list-style-type: none"> 1. As per benchmark assessments 2. As per IEP 3. As per Student Growth Objectives (SGO) 4. As per Diagnostic Reading Assessment (DRA) for specified students 5. As per STAR Assessment results as appropriate 6. As per Intervention and Referral Services minutes 	<ol style="list-style-type: none"> 1. As per benchmark assessments 2. As per Student Growth Objectives (SGO) 3. As per Diagnostic Reading Assessment (DRA) for specified students 4. As per STAR Assessment results as appropriate 5. As per Intervention and Referral Services minutes 6. As per IEP
Math	Students with Disabilities	As per Individualized Education Plan (IEP)	Yes	<ol style="list-style-type: none"> 1. As per benchmark assessments 2. As per IEP 3. As per Student Growth Objectives (SGO) 4. As per Diagnostic Reading Assessment (DRA) for specified students 	<ol style="list-style-type: none"> 1. As per benchmark assessments 2. As per Student Growth Objectives (SGO) 3. As per Diagnostic Reading Assessment (DRA) for specified students 4. As per STAR Assessment results as appropriate 5. As per Intervention and Referral Services minutes

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				5. As per STAR Assessment results as appropriate 6. As per Intervention and Referral Services minutes	6. As per IEP
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	1. Bilingual Instruction 2. English as a Second Language Instruction 3. SIOP Class 4. As per Intervention and Referral Services recommendations 5. Differentiated Instruction	Yes	1. As per benchmark assessments 2. As per Student Growth Objectives (SGO) 3. As per Diagnostic Reading Assessment (DRA) for specified students 4. As per STAR Assessment results as appropriate 5. As per Intervention and Referral Services minutes	1. As per benchmark assessments 2. As per Student Growth Objectives (SGO) 3. As per Diagnostic Reading Assessment (DRA) for specified students 4. As per STAR Assessment results as appropriate 5. As per Intervention and Referral Services minutes
Math	ELLs	1. Bilingual	Yes	1. As per benchmark	1. As per benchmark assessments

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Instruction 2. English as a Second Language Instruction 3. SIOP Class 4. As per Intervention and Referral Services recommendations 5. Differentiated Instruction 6. Academic Support Instruction (as needed)		assessments 2. As per Student Growth Objectives (SGO) 3. As per Diagnostic Reading Assessment (DRA) for specified students 4. As per STAR Assessment results as appropriate 5. As per Intervention and Referral Services minutes	2. As per Student Growth Objectives (SGO) 3. As per Diagnostic Reading Assessment (DRA) for specified students 4. As per STAR Assessment results as appropriate 5. As per Intervention and Referral Services minutes
ELA	Economically Disadvantaged	1. Bilingual Instruction (as needed) 2. English as a Second Language Instruction (as needed) 3. SIOP Class (as needed) 4. As per	Yes	1. As per benchmark assessments 2. As per Student Growth Objectives (SGO) 3. As per Diagnostic Reading Assessment (DRA) for specified students 4. As per STAR Assessment results	1. As per benchmark assessments 2. As per Student Growth Objectives (SGO) 3. As per Diagnostic Reading Assessment (DRA) for specified students 4. As per STAR Assessment results as appropriate 5. As per Intervention and Referral Services minutes

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Intervention and Referral Services recommendations 5. Differentiated Instruction 6. Academic Support Instruction (as needed)		as appropriate 5. As per Intervention and Referral Services minutes	
Math	Economically Disadvantaged	1. Bilingual Instruction (as needed) 2. English as a Second Language Instruction (as needed) 3. SIOP Class (as needed) 4. As per Intervention and Referral Services recommendations 5. Differentiated Instruction 6. Academic	Yes	1. As per benchmark assessments 2. As per Student Growth Objectives (SGO) 3. As per Diagnostic Reading Assessment (DRA) for specified students 4. As per STAR Assessment results as appropriate 5. As per Intervention and Referral Services minutes	1. As per benchmark assessments 2. As per Student Growth Objectives (SGO) 3. As per Diagnostic Reading Assessment (DRA) for specified students 4. As per STAR Assessment results as appropriate 5. As per Intervention and Referral Services minutes

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Support Instruction (as needed)			
ELA	N/A	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A	N/A

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	1. Dyslexia 2. STAR administration and interpretation 3. NJKEA Gold 4. NJ ACHIEVE	1. Yes 2. Yes 3. To Be Determined 4. To Be Determined 5. As Per IEP	1. Benchmark assessment results 2. Student Growth Objectives (SGO)	1. Benchmark assessment results 2. Student Growth Objectives (SGO)
Math	Students with Disabilities	1. Dyslexia 2. STAR administration and interpretation 3. NJKEA Gold 4. NJ ACHIEVE	1. Yes 2. Yes 3. To Be Determined 4. To Be Determined 5. As Per IEP 6. IEP	1. Benchmark assessment results 2. Student Growth Objectives (SGO)	1. Benchmark assessment results 2. Student Growth Objectives (SGO)
ELA	Homeless	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	1. Dyslexia 2. STAR administration and interpretation 3. NJKEA Gold 4. NJ ACHIEVE	1. Yes 2. Yes 3. To Be Det 4. To Be Det	Benchmark assessment results	Benchmark assessment results
Math	ELLs	1. Dyslexia 2. STAR administration and interpretation 3. NJKEA Gold 4. NJ ACHIEVE	1. Yes 2. Yes 3. To Be Det 4. To Be Det	Benchmark assessment results	Benchmark assessment results
ELA	Economically Disadvantaged	1. Dyslexia 2. STAR administration	1. Yes 2. Yes 3. To	1. Benchmark assessment results 2. Student Growth	1. Benchmark assessment results 2. Student Growth Objectives (SGO)

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		and interpretation 3. NJKEA Gold 4. NJ ACHIEVE	Be Det 4. To Be Det	Objectives (SGO)	
Math	Economically Disadvantaged	1. Dyslexia 2. STAR administration and interpretation 3. NJKEA Gold 4. NJ ACHIEVE	1. Yes 2. Yes 3. To Be Det 4. To Be Det	1. Benchmark assessment results 2. Student Growth Objectives (SGO)	1. Benchmark assessment results 2. Student Growth Objectives (SGO)
ELA					
Math					

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
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SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<ol style="list-style-type: none"> 1. Primary School reports to Board of Education (monthly) 2. Primary School Web site 3. Back-to-School Night 4. Newsletters 5. Parent/Teacher conferences 6. District Art Show 7. Grade Level Concerts 8. ELL Night 9. Kindergarten Orientation 10. Founder's Day 11. End of Year Culminating Activities 12. PTA Meetings 13. Contests 14. ConnectEd 	Yes	<ol style="list-style-type: none"> 1. Sign-In Sheets 2. Attendance 3. PTA Membership 	<ol style="list-style-type: none"> 1. Sign-In Sheets 2. Attendance 3. PTA Membership
Math	Students with Disabilities	<ol style="list-style-type: none"> 1. Primary School reports to Board of 	Yes	<ol style="list-style-type: none"> 1. Sign-In Sheets 2. Attendance 	<ol style="list-style-type: none"> 1. Sign-In Sheets 2. Attendance

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Education (monthly) 2. Primary School Web site 3. Back-to-School Night 4. Newsletters 5. Parent/Teacher conferences 6. District Art Show 7. Grade Level Concerts 8. ELL Night 9. Kindergarten Orientation 10. Founder's Day 11. End of Year Culminating Activities 12. PTA Meetings 13. Contests 14. ConnectEd		3. PTA Membership	3. PTA Membership
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	<ol style="list-style-type: none"> 1. Primary School reports to Board of Education (monthly) 2. Primary School Web site 3. Back-to-School Night 4. Newsletters 5. Parent/Teacher conferences 6. District Art Show 7. Grade Level Concerts 8. ELL Night 9. Kindergarten Orientation 10. Founder's Day 11. End of Year Culminating Activities 12. PTA Meetings 13. Contests 14. ConnectEd 	Yes	<ol style="list-style-type: none"> 1. Sign-In Sheets 2. Attendance 3. PTA Membership 	<ol style="list-style-type: none"> 1. Sign-In Sheets 2. Attendance 3. PTA Membership

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	ELLs	<ol style="list-style-type: none"> 1. Primary School reports to Board of Education (monthly) 2. Primary School Web site 3. Back-to-School Night 4. Newsletters 5. Parent/Teacher conferences 6. District Art Show 7. Grade Level Concerts 8. ELL Night 9. Kindergarten Orientation 10. Founder's Day 11. End of Year Culminating Activities 12. PTA Meetings 13. Contests 14. ConnectEd 	Yes	<ol style="list-style-type: none"> 1. Sign-In Sheets 2. Attendance 3. PTA Membership 	<ol style="list-style-type: none"> 1. Sign-In Sheets 2. Attendance 3. PTA Membership
ELA	Economically Disadvantaged	<ol style="list-style-type: none"> 1. Primary School reports to 	Yes	<ol style="list-style-type: none"> 1. Sign-In Sheets 2. Attendance 	<ol style="list-style-type: none"> 1. Sign-In Sheets 2. Attendance

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Board of Education (monthly) 2. Primary School Web site 3. Back-to-School Night 4. Newsletters 5. Parent/Teacher conferences 6. District Art Show 7. Grade Level Concerts 8. ELL Night 9. Kindergarten Orientation 10. Founder's Day 11. End of Year Culminating Activities 12. PTA Meetings 13. Contests 14. ConnectEd		3. PTA Membership	3. PTA Membership
Math	Economically Disadvantaged	1. Primary School reports to Board of Education (monthly)	Yes	1. Sign-In Sheets 2. Attendance 3. PTA Membership	1. Sign-In Sheets 2. Attendance 3. PTA Membership

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		2. Primary School Web site 3. Back-to-School Night 4. Newsletters 5. Parent/Teacher conferences 6. District Art Show 7. Grade Level Concerts 8. ELL Night 9. Kindergarten Orientation 10. Founder's Day 11. End of Year Culminating Activities 12. PTA Meetings 13. Contests 14. ConnectEd			
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Kevin W. Kidney

Principal's Name (Print)



Principal's Signature

06/08/15

Date

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Kevin W. Kidney

Principal's Name (Print)

Principal's Signature

06/08/15

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	<ol style="list-style-type: none"> 1. Benchmark results 2. Student Growth Objectives 3. Diagnostic Reading Assessments (as needed) 4. STAR Assessments (as available) 5. Guided Reading Results 6. Intervention and Referral Services records as applicable 7. Academic Support Instruction records as applicable 	<ol style="list-style-type: none"> 1. Benchmark results 2. Student Growth Objectives 3. Diagnostic Reading Assessments (as needed) 4. STAR Assessments (as available) 5. Guided Reading Results 6. Intervention and Referral Services records as applicable 7. Academic Support Instruction records as applicable
Academic Achievement - Writing	<ol style="list-style-type: none"> 1. Benchmark results 2. Student Growth Objectives 3. Diagnostic Reading Assessments (as needed) 4. STAR Assessments (as 	<ol style="list-style-type: none"> 1. Benchmark results 2. Student Growth Objectives 3. Diagnostic Reading Assessments (as needed) 4. STAR Assessments (as available) 5. Guided Reading Results 6. Intervention and Referral Services records as applicable

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	<ul style="list-style-type: none"> available) 5. Guided Reading Results 6. Intervention and Referral Services records as applicable 7. Academic Support Instruction records as applicable 	<ul style="list-style-type: none"> 7. Academic Support Instruction records as applicable
Academic Achievement - Mathematics	<ul style="list-style-type: none"> 1. Benchmark results 2. Student Growth Objectives 3. Diagnostic Reading Assessments (as needed) 4. STAR Assessments (as available) 5. Guided Reading Results 6. Intervention and Referral Services records as applicable 7. Academic Support Instruction records as applicable 	<ul style="list-style-type: none"> 1. Benchmark results 2. Student Growth Objectives 3. Diagnostic Reading Assessments (as needed) 4. STAR Assessments (as available) 5. Guided Reading Results 6. Intervention and Referral Services records as applicable 7. Academic Support Instruction records as applicable
Family and Community Engagement	<ul style="list-style-type: none"> 1. Sign-In Sheets 2. Attendance at events 	<ul style="list-style-type: none"> 1. Sign-In Sheets 2. Attendance at events
Professional Development	<ul style="list-style-type: none"> 1. Sign-In Rosters 2. Certificates 3. Professional Development Plans 	<ul style="list-style-type: none"> 1. Benchmark results 2. Student Growth Objectives 3. Diagnostic Reading Assessments (as needed) 4. STAR Assessments (as available)

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		5. Guided Reading Results 6. Intervention and Referral Services records as applicable 7. Academic Support Instruction records as applicable
Leadership	1. As per staff surveys	1. As per staff surveys
School Climate and Culture	1. As per School Climate Committee	1. As per School Climate Committee
School-Based Youth Services	N/A	N/A
Students with Disabilities	1. Benchmark results 2. Student Growth Objectives 3. Diagnostic Reading Assessments (as needed) 4. STAR Assessments (as available) 5. Guided Reading Results 6. Intervention and Referral Services records as applicable 7. Academic Support Instruction records as applicable 8. IEPs	1. Benchmark results 2. Student Growth Objectives 3. Diagnostic Reading Assessments (as needed) 4. STAR Assessments (as available) 5. Guided Reading Results 6. Intervention and Referral Services records as applicable 7. Academic Support Instruction records as applicable 8. IEPs
Homeless Students	N/A	N/A
Migrant Students	N/A	N/A
English Language Learners	1. Benchmark results 2. Student Growth Objectives	1. Benchmark results 2. Student Growth Objectives

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	<ul style="list-style-type: none"> 3. Diagnostic Reading Assessments (as needed) 4. STAR Assessments (as available) 5. Guided Reading Results 6. Intervention and Referral Services records as applicable 7. Academic Support Instruction records as applicable 	<ul style="list-style-type: none"> 3. Diagnostic Reading Assessments (as needed) 4. STAR Assessments (as available) 5. Guided Reading Results 6. Intervention and Referral Services records as applicable 7. Academic Support Instruction records as applicable
Economically Disadvantaged	<ul style="list-style-type: none"> 1. Benchmark results 2. Student Growth Objectives 3. Diagnostic Reading Assessments (as needed) 4. STAR Assessments (as available) 5. Guided Reading Results 6. Intervention and Referral Services records as applicable 7. Academic Support Instruction records as applicable 	<ul style="list-style-type: none"> 1. Benchmark results 2. Student Growth Objectives 3. Diagnostic Reading Assessments (as needed) 4. STAR Assessments (as available) 5. Guided Reading Results 6. Intervention and Referral Services records as applicable 7. Academic Support Instruction records as applicable

2015-2016 Comprehensive Needs Assessment Process*

Narrative

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

1. What process did the school use to conduct its Comprehensive Needs Assessment?
 - a. Verbal solicitation at Faculty Meetings
 - b. Dissemination of formal comprehensive needs assessment to faculty
2. What process did the school use to collect and compile data for student subgroups?
 - a. Identification of students in multiple sub-populations
 - b. Teacher input
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?
 - a. Student Growth Objectives
4. What did the data analysis reveal regarding classroom instruction?
 - a. Increased academic rigor
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?
 - a. Provided professional development being utilized by staff
6. How does the school identify educationally at-risk students in a timely manner?
 - a. Aggressive utilization of the Intervention and Referral Services (I&RS) program
7. How does the school provide effective interventions to educationally at-risk students?
 - a. As identified by the I&RS
8. How does the school address the needs of migrant students?
 - a. N/A

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

9. How does the school address the needs of homeless students?
 - a. N/A
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?
 - a. As per Student Growth Objectives
 - b. Mid-Year Reviews
 - c. Intervention and Referral Services participation
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?
 - a. Kindergarten Orientation
12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?
 - a. Vertical Articulation
 - b. Staff Input
 - c. State of New Jersey mandates
 - d. South River Public School District procedures and protocols

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Smart Board Procurement and Training	As defined by ACHIEVE NJ Grant
Describe the priority problem using at least two data sources	Based upon staff surveys in conjunction with building inventories – the Primary School is still in need of Smart Boards. The staff requires training in Smart Boards.	South River Primary School is an active participant in the training that is to be provided pursuant to ACHIEVE NJ Grant. Data sources on file in the office of the Assistant Superintendent of Schools for South River Public Schools
Describe the root causes of the problem	Lack of inventory / lack of adequate training	As defined in grant application on file in the office of the Assistant Superintendent of Schools for South River Public Schools
Subgroups or populations addressed	All Students	All Students
Related content area missed (i.e., ELA, Mathematics)	ELA, Mathematics, Science, & Social Studies	ELA, Mathematics, Science, & Social Studies
Name of scientifically research based intervention to address priority problems	Common Core State Standards PARCC Assessment Student Growth Objectives	Common Core State Standards PARCC Assessment Student Growth Objectives
How does the intervention align with the Common Core State Standards?	Strict alignment	Strict alignment

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Import of Technology (Chrome Books, “Elmo” cameras, age appropriate computer mice, “Smart Response,” and software for science and social studies	“Singapore Math” does not correctly align with Common Core State Standards
Describe the priority problem using at least two data sources	Based upon staff surveys in conjunction with direct observation, multiple technological aspects are lacking or in need of upgrade to age appropriate materials and applications.	New benchmark assessments in use at South River Primary School and Student Growth Objectives have revealed a weak alignment between the “Singapore Math” program currently in use and the Common Core State Standards.
Describe the root causes of the problem	Changes to the Technology Standards in conjunction with changes in available technology with educational applications	Continued utilization of the “Singapore Math” program have evidenced extremely weak alignment with the Common Core State Standards.
Subgroups or populations addressed	All Students	All Students
Related content area missed (i.e., ELA, Mathematics)	ELA, Mathematics, Science, & Social Studies	ELA, Mathematics, Science, & Social Studies
Name of scientifically research based intervention to address priority problems	Common Core State Standards PARCC Assessment Student Growth Objectives	Common Core State Standards PARCC Assessment Student Growth Objectives
How does the intervention align with the Common Core State Standards?	Strict alignment	Strict alignment

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	<ol style="list-style-type: none"> Guided Reading Differentiated Instruction Stronge Model Teacher Effectiveness Model 	<ol style="list-style-type: none"> Administration Teachers 	<ol style="list-style-type: none"> Benchmark assessment scores Student Growth Objectives Stronge Model Components Enhanced academic performance 	Fountas and Pinnell Tomlinson Stronge
Math	Students with Disabilities	<ol style="list-style-type: none"> Guided Reading Differentiated Instruction Stronge Model Teacher Effectiveness Model 	<ol style="list-style-type: none"> Administration Teachers 	<ol style="list-style-type: none"> Benchmark assessment scores Student Growth Objectives Stronge Model Components Enhanced academic performance 	Fountas and Pinnell Tomlinson Stronge
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	<ol style="list-style-type: none"> Guided Reading 	<ol style="list-style-type: none"> Administration 	<ol style="list-style-type: none"> Benchmark 	Fountas and Pinnell

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		2. Differentiated Instruction 3. Stronge Model Teacher Effectiveness Model	2. Teachers	assessment scores 2. Student Growth Objectives 3. Stronge Model Components 4. Enhanced academic performance	Tomlinson Stronge
Math	ELLs	1. Guided Reading 2. Differentiated Instruction 3. Stronge Model Teacher Effectiveness Model	1. Administration 2. Teachers	1. Benchmark assessment scores 2. Student Growth Objectives 3. Stronge Model Components 4. Enhanced academic performance	Fountas and Pinnell Tomlinson Stronge
ELA	Economically Disadvantaged	1. Guided Reading 2. Differentiated Instruction 3. Stronge Model Teacher Effectiveness Model	1. Administration 2. Teachers	1. Benchmark assessment scores 2. Student Growth Objectives 3. Stronge Model Components 4. Enhanced academic performance	Fountas and Pinnell Tomlinson Stronge
Math	Economically Disadvantaged	1. Guided Reading 2. Differentiated Instruction 3. Stronge Model	1. Administration 2. Teachers	1. Benchmark assessment scores 2. Student Growth Objectives	Fountas and Pinnell Tomlinson

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Teacher Effectiveness Model		3. Stronge Model Components 4. Enhanced academic performance	Stronge
ELA					
Math					

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	1. Before School Programs 2. Summer School 3. Extended School Year Programs	1. Assistant Superintendent 2. Summer School Principal 3. Office of Special Education	Enhanced academic outcomes	ESEA §1114(b)(1)(B)
Math	Students with	1. Before School	1. Assistant	Enhanced academic outcomes	ESEA §1114(b)(1)(B)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
	Disabilities	Programs 2. Summer School 3. Extended School Year Programs	Superintendent 2. Summer School Principal 3. Office of Special Education		
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	1. Before School Programs 2. Summer School 3. Extended School Year Programs	1. Assistant Superintendent 2. Summer School Principal 3. Office of Special Education	Enhanced academic outcomes	ESEA §1114(b)(1)(B)
Math	ELLs	1. Before School Programs 2. Summer School	1. Assistant Superintendent 2. Summer	Enhanced academic outcomes	ESEA §1114(b)(1)(B)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		3. Extended School Year Programs	School Principal 3. Office of Special Education		
ELA	Economically Disadvantaged	1. Before School Programs 2. Summer School 3. Extended School Year Programs	1. Assistant Superintendent 2. Summer School Principal 3. Office of Special Education	Enhanced academic outcomes	ESEA §1114(b)(1)(B)
Math	Economically Disadvantaged	1. Before School Programs 2. Summer School 3. Extended School Year Programs	1. Assistant Superintendent 2. Summer School Principal 3. Office of Special Education	Enhanced academic outcomes	ESEA §1114(b)(1)(B)
ELA					
Math					

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	1. Smart Board 2. NJKEA Gold 3. Genesis 4. ACHIEVE NJ	1. Principal 2. Assistant Superintendent 3. Teachers	Enhanced professional expertise	ESEA §1114(b)(1)(D)
Math	Students with Disabilities	1. Smart Board 2. NJKEA Gold 3. Genesis 4. ACHIEVE NJ	1. Principal 2. Assistant Superintendent 3. Teachers	Enhanced professional expertise	ESEA §1114(b)(1)(D)
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	1. Smart Board 2. NJKEA Gold 3. Genesis 4. ACHIEVE NJ	1. Principal 2. Assistant Superintendent 3. Teachers	Enhanced professional expertise	ESEA §1114(b)(1)(D)
Math	ELLs	1. Smart Board	1. Principal	Enhanced professional expertise	ESEA §1114(b)(1)(D)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		2. NJKEA Gold 3. Genesis 4. ACHIEVE NJ	2. Assistant Superintendent 3. Teachers		
ELA	Economically Disadvantaged	1. Smart Board 2. NJKEA Gold 3. Genesis 4. ACHIEVE NJ	1. Principal 2. Assistant Superintendent 3. Teachers	Enhanced professional expertise	ESEA §1114(b)(1)(D)
Math	Economically Disadvantaged	1. Smart Board 2. NJKEA Gold 3. Genesis 4. ACHIEVE NJ	1. Principal 2. Assistant Superintendent 3. Teachers	Enhanced professional expertise	ESEA §1114(b)(1)(D)
ELA					
Math					

***Use an asterisk to denote new programs.**

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
N/A (Schoolwide program in place 2014-2015 School Year)
2. What barriers or challenges does the school anticipate during the implementation process?
N/A (Schoolwide program in place 2014-2015 School Year)
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
N/A (Schoolwide program in place 2014-2015 School Year)
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
N/A (Schoolwide program in place 2014-2015 School Year)
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
N/A (Schoolwide program in place 2014-2015 School Year)
6. How will the school structure interventions?
N/A (Schoolwide program in place 2014-2015 School Year)
7. How frequently will students receive instructional interventions?
N/A (Schoolwide program in place 2014-2015 School Year)
8. What resources/technologies will the school use to support the schoolwide program?
N/A (Schoolwide program in place 2014-2015 School Year)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

N/A (Schoolwide program in place 2014-2015 School Year)

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

N/A (Schoolwide program in place 2014-2015 School Year)

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	<ol style="list-style-type: none"> 1. Primary School reports to Board of Education (monthly) 2. Primary School Web site 3. Back-to-School Night 4. Newsletters 5. Parent/Teacher conferences 6. District Art Show 7. Grade Level Concerts 8. ELL Night 9. Kindergarten Orientation 10. Founder's Day 11. End of Year Culminating Activities 12. PTA Meetings 13. Contests 	<ol style="list-style-type: none"> 1. President, Board of Education 2. Superintendent of Schools 3. Director of Technology 4. Principal 5. Primary School Office Staff 6. Teachers 7. Assistant Superintendent of Schools 8. PTA 	Enhanced communication between school/school district and parent/guardians and community	ESEA §1114 (b)(1)(F)

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		14. ConnectEd			
Math	Students with Disabilities	1. Primary School reports to Board of Education (monthly) 2. Primary School Web site 3. Back-to-School Night 4. Newsletters 5. Parent/Teacher conferences 6. District Art Show 7. Grade Level Concerts 8. ELL Night 9. Kindergarten Orientation 10. Founder's Day 11. End of Year Culminating Activities 12. PTA Meetings 13. Contests 14. ConnectEd	1. President, Board of Education 2. Superintendent of Schools 3. Director of Technology 4. Principal 5. Primary School Office Staff 6. Teachers 7. Assistant Superintendent of Schools 8. PTA	Enhanced communication between school/school district and parent/guardians and community	ESEA §1114 (b)(1)(F)
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	<ol style="list-style-type: none"> 1. Primary School reports to Board of Education (monthly) 2. Primary School Web site 3. Back-to-School Night 4. Newsletters 5. Parent/Teacher conferences 6. District Art Show 7. Grade Level Concerts 8. ELL Night 9. Kindergarten Orientation 10. Founder's Day 11. End of Year Culminating Activities 12. PTA Meetings 13. Contests 14. ConnectEd 	<ol style="list-style-type: none"> 1. President, Board of Education 2. Superintendent of Schools 3. Director of Technology 4. Principal 5. Primary School Office Staff 6. Teachers 7. Assistant Superintendent of Schools 8. PTA 	Enhanced communication between school/school district and parent/guardians and community	ESEA §1114 (b)(1)(F)
Math	ELLs	<ol style="list-style-type: none"> 1. Primary School reports to Board of 	<ol style="list-style-type: none"> 1. President, Board of Education 	Enhanced communication between school/school	ESEA §1114 (b)(1)(F)

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Education (monthly) 2. Primary School Web site 3. Back-to-School Night 4. Newsletters 5. Parent/Teacher conferences 6. District Art Show 7. Grade Level Concerts 8. ELL Night 9. Kindergarten Orientation 10. Founder's Day 11. End of Year Culminating Activities 12. PTA Meetings 13. Contests 14. ConnectEd	2. Superintendent of Schools 3. Director of Technology 4. Principal 5. Primary School Office Staff 6. Teachers 7. Assistant Superintendent of Schools 8. PTA	district and parent/guardians and community	
ELA	Economically Disadvantaged	1. Primary School reports to Board of Education (monthly) 2. Primary School Web site 3. Back-to-School	1. President, Board of Education 2. Superintendent of Schools 3. Director of Technology	Enhanced communication between school/school district and parent/guardians and community	ESEA §1114 (b)(1)(F)

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Night 4. Newsletters 5. Parent/Teacher conferences 6. District Art Show 7. Grade Level Concerts 8. ELL Night 9. Kindergarten Orientation 10. Founder's Day 11. End of Year Culminating Activities 12. PTA Meetings 13. Contests 14. ConnectEd	4. Principal 5. Primary School Office Staff 6. Teachers 7. Assistant Superintendent of Schools 8. PTA		
Math	Economically Disadvantaged	1. Primary School reports to Board of Education (monthly) 2. Primary School Web site 3. Back-to-School Night 4. Newsletters 5. Parent/Teacher conferences 6. District Art Show	1. President, Board of Education 2. Superintendent of Schools 3. Director of Technology 4. Principal 5. Primary School Office Staff 6. Teachers 7. Assistant	Enhanced communication between school/school district and parent/guardians and community	ESEA §1114 (b)(1)(F)

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		7. Grade Level Concerts 8. ELL Night 9. Kindergarten Orientation 10. Founder's Day 11. End of Year Culminating Activities 12. PTA Meetings 13. Contests 14. ConnectEd	Superintendent of Schools 8. PTA		
ELA					
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?
 - a. Facilitation of passing of budget will address some of the fiscal needs for procurement
2. How will the school engage parents in the development of the written parent involvement policy?
 - a. Written notification
 - b. Invitations via multiple formats
3. How will the school distribute its written parent involvement policy?
 - a. Student/Parent Handbook
 - b. Web site
4. How will the school engage parents in the development of the school-parent compact?
 - a. Written notification
 - b. Invitations via multiple formats
5. How will the school ensure that parents receive and review the school-parent compact?
 - a. Backpack Express
6. How will the school report its student achievement data to families and the community?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

a. Via Board of Education presentations

b. Via individual correspondence

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

a. Via Board of Education presentations

8. How will the school inform families and the community of the school's disaggregated assessment results?

a. Via Board of Education presentations

b. Via individual correspondence

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

a. By invitation

10. How will the school inform families about the academic achievement of their child/children?

a. Report Cards

b. Progress Reports

c. Parent/Teacher meetings

d. Retention meetings

e. Intervention and Referral Services meetings

f. Parent/Guardian contact via multiple venues

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

a. Primarily for the procurement of technology

**Provide a separate response for each question.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	42	<ol style="list-style-type: none"> 1. School climate initiatives 2. Distributed Leadership initiatives 3. Negotiated agreement between the South River Education Association and the South River Board of Education
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	17	<ol style="list-style-type: none"> 1. School climate initiatives 2. Distributed Leadership initiatives 3. Negotiated agreement between the South River Education Association and the South River Board of Education
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications	0	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

	Number & Percent	Description of Strategy to Retain HQ Staff
required by <i>ESEA</i> (education, passing score on ParaPro test)*	0%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
N/A	N/A